

GRAVITY CLASSES

"Come Gravity Feel Success"

11th & 12th BOARD
(NEET & JEE)

5th - 10th (All Subject)

NOTES
HISTORY

Directors

ER. AMIR SIR
ER. ASAD SIR

7004166363
7717752909

Add: Blue star campus,
patther ki masjid, patna - 6

Add 2 : Opp. Kulhariya complex,
pillar no.9., Patna - 4



THE RISE OF NATIONALISM IN EUROPE

➤ **Content:-**

1. The french Revolution and the Idea of the Nation.
2. The making of Nationalism in Europe.
3. The age of Revolution: 1830-1848.
4. The making of Germany and Italy.
5. Visualising the Nation.
6. Nationalism and Imperialism.

➤ **About Image:-**



- In 1848, Frederic Sorrieu a french artist, prepared a series of four prints visualising his dream of a world madeup of Democratic and social Republics, as he called them.
- The first print of the series shows the peoples of Europe and America-men and women of all ages and social classes.

Marching in a long train and offering homage to the Statue of Liberty as they pass by it.

- As you would recall artists of the time of the French Revolution personalised liberty as a female figure here you can recognise the **torch of enlightenment** she bears in one hand and the **charter of the Rights** of Man in the other hand.
- On the earth in the foreground of the image lie the shattered (removed) remains of the symbols of absolutist institutions.

In sorrieu's **utopian vision** (out of imagination) the peoples of the world are grouped as distinct nations, identified through their flags and national costume.

- Leading the procession, way past the **statue of Liberty** (France → Germany) are the United States and Switzerland, which by this times were already nation states.
- France identifiable by the revolutionary tricolour, has just reached the statue. She is followed by the peoples of Germany, bearing the **(Black Red Golden)** Flag. Interestingly, at the time when Sorrieu created this image, the German peoples did not yet exist as a United Nation.
- The flag they carry is an expression of liberal hopes in 1848 to unify the numerous German speaking principalities into a nation state under a democratic constitution.

→ Following the German peoples are the peoples of Austria, Prussia. The Kingdom of two Sicilies, Lombardy, Poland, England, Ireland, Hungary and Russia.

From the heavens above Christ, Saints and Angel gaze upon the scene. They have been used by the artist to symbolise fraternity among the nations of the world.

1. The French Revolution and The Idea of the Nation:-

→ French Revolution started in **1789** which was the '1st **Expression of Nationalism in Europe**'.

→ French people demanded '**Abolishment of Monarchy**' and '**Establishment of Democracy**'.

*** Major Changes during French Revolution:-**

- 'La Patrie' (The Father Land) and 'Le Citoyen' (The Citizen) emphasized United Community and Equal Rights.
- Power transferred from **monarch** to **common people**.
- Introduced **new Flag**.
- **French** became the **National Language**.
- **New National Anthem** composed and **Oath Taken**.
- Estate general elected by common people and renamed **National Assembly**.
- Internal custom duties were Abolished.
- Nationalism idea taken abroad by French army.

(+) Things:-

Note:- 1799 → Napoleon seized Political Power.

- Civil code of 1804 (Napoleon Code).
- Established Equality before law.
- Right to property.
- Feudal system was abolished.
- Freed peasants from SERFDOM (Tax).
- Guild Restrictions were removed. (Trade Problem)
- Transport and Communication system were improved.

(-) Things:-

- Increased Tax
 - Censorship were Imposed (no right to speak).
 - Forced to join French Army.
- * 1815 → Battle of Waterloo between Napoleon and PRAB (Prussia, Russia, Austria and Britain) + Treaty of VIENNA (Bourbon Dynasty Restored).
- The revolutionaries declared that it was the mission and the destiny of the French nation to liberate the peoples of Europe from despotism, in other words to help other peoples of Europe to become nation.
- When the news of the events in France reached the different cities of Europe, Students and other members of educated middle class began setting up Jacobin clubs. Their activities and campaigns prepared the way for the French armies which moved into Holland, Belgium, Switzerland and much of Italy in the **1790s**, with the outbreak of the revolutionary wars, the French armies began to carry the idea of nationalism abroad.

→ Within the wide swathe of territory that came under his control, Napoleon set about introducing many of the reforms that he had already introduced in France.

Through a return to monarchy Napoleon had no doubt, destroyed democracy in France but in the administrative field he had incorporated revolutionary principles in order to make the whole system more rational and efficient.

→ **The Civil code of 1804:-**

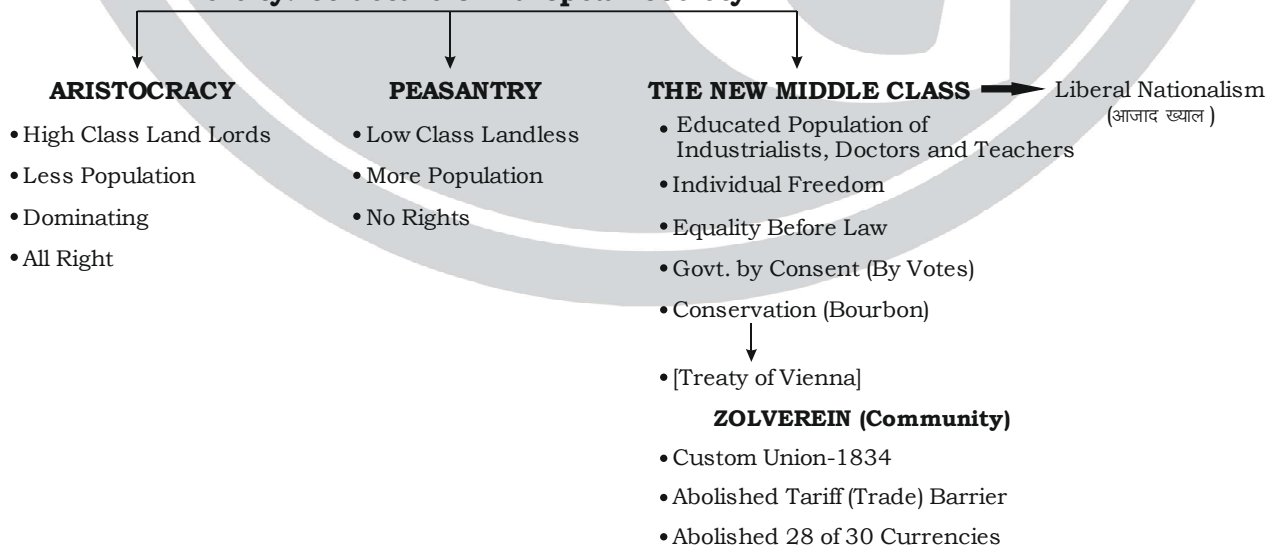
- Usually known as the **Napoleonic Code**-Did away with all privileges based on birth, established equality before the law and secured the right to property. This code was expected to the regions under French control. In the Dutch Republic in Switzerland in Italy and Germany, Napoleon simplified administrative division, abolished the feudal system and freed peasants from serfdom and manorial dues.
- In the towns too, guild restriction were removed, transport and communication systems were improved. Peasants, artisans, workers and new businessman enjoyed a new found freedom.
- Businessman and small scale producers of goods, in particular began to realise that uniform laws, standardised weights and measures and a common national currency would facilitate the movement and exchange of goods and capital from one region to another.
- However, in the areas conquered the reactions of the local populations to French rule were mixed. Initially, in many places such as Holland and Switzerland as well as in certain cities like Brussels, Mainz, Milan and Warsaw the French armies were welcomed as **harbingers** (masiha) of liberty.

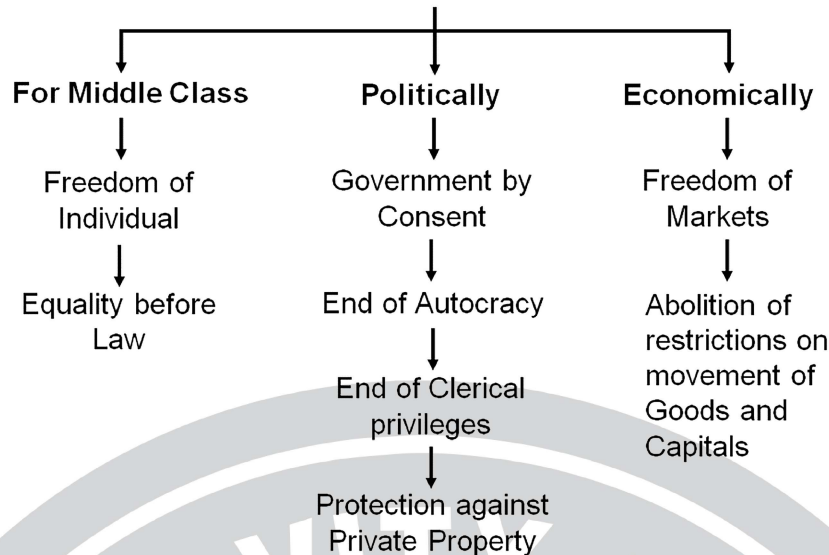
But the initial enthusiasm soon turned to hostility as it became clear that the new administrative arrangement did not go hand in hand with political freedom. Increased taxation, censorship, forced conscription (join) into the French armies required to conquer the rest of Europe, all seemed to outweigh the advantages of the administrative changes.

2. The making of Nationalism in Europe:-

Till the Mid-18th Century there were no Nation States

Diversity:-Structure of European Society



Liberalism

→ Liberalism (Liberal Nationalism) → New Middle Class

→ Conservatism → High Class.

* **Conservatism:-** A political philosophy that stressed the importance of tradition, established institutions and customs and preferred gradual development to quick change.

A new Conservatism after 1815:-

→ In 1815, representatives of the European powers Britain, Russia, Prussia and Austria who had collectively defeated Napoleon, met at Vienna to **draw up a settlement** for Europe.

→ Following the defeat of Napoleon in 1815; European governments were driven by a spirit of conservatism. Most conservatives however, **did not** propose a **return** to the society of **pre-revolutionary** days.

Rather they realised, from the changes initiated by Napoleon, that modernisation could in fact strengthen traditional institution like the monarchy.

→ It could make state power more effective and strong. A modern army, an efficient bureaucracy, a dynamic economy, the abolition of feudalism and serfdom could strengthen the autocratic monarchies of Europe.

● The congress was hosted by the Austrian chancellor 'Duke Metternich'. The delegates drew up the '**Treaty of Vienna of 1815**' with the object of outgoing most of the changes that had come about in Europe during the Napoleonic wars. The Bourbon Dynasty which had been deposed during the French Revolution, was restored to power and **France lost the territories** it had annexed under **Napoleon**.

● A series of states were set up on the boundaries of France to prevent French expansion in future. Thus the **Kingdom of the Netherlands**, which included **Belgium** was set up in the **North** and **Genoa** was added to **Piedmont in the South**.

● **Prussia** was given important new territories on its **western frontiers** while **Austria** was given control of **northern Italy**. But the **German confederation of 39 states** that had been set up by Napoleon was **left untouched**.

In the east, **Russia** was given part of **Poland** while **Prussia** was given a portion of **Saxony**. The main intention was to restore the monarchies that had been overthrown by Napoleon and create a new conservative order in Europe.

- **Liberals:-** Fight against conservatives who did not want any change and believed in traditional thinking and family values.
- **The Revolutionaries:-** Liberals began to operate underground → 'Giuseppe Mazzini'.
- **Objectives of Liberal:-**
 - a. To oppose the autocratic regime.
 - b. Fight for Liberty and Freedom.
 - c. To oppose monarchical system.

3. The Age of Revolutions:- 1830-1848

- As conservative regimes tried to consolidate their power, liberalism and nationalism came to be increasingly associated with revolution in many regions of Europe such as the Italian and German states the provinces of the **Ottoman Empire, Ireland** and **Poland**. These revolutions were led by the liberal-nationalists belonging to the **educated middle-class** elite among whom were professors, school teachers, clerks and members of the commercial middle classes.
- **July Revolution (France):-** The first upheaval took place in **France in July 1830**. The **Bourbon Kings** who had been restored to power during the conservative reaction after **1815**, were now overthrown by liberal revolutionaries. Who installed a constitutional monarchy with '**Louis Philippe**' at its head.
- **Revolution of Brussels:-** "**When France Sneezes**", Metternich once marked, "**The rest of Europe catches cold**". The July Revolution sparked an uprising in **Brussels(C)** which led to Belgium breaking away from the UK of the Netherland.
- **Greek War of Independence:-**
 - An event that mobilised nationalist feelings among the educated elite across Europe was the Greek war of independence. Greece had been part of the Ottoman Empire (Turkey Muslim) since the fifteenth century.

The growth of revolutionary nationalism in Europe sparked off a struggle for independence amongst the Greeks which began in 1821.

- Nationalists in **Greece got support** from other **Greeks** living in exile and also from many **West Europeans** who had **sympathies** for ancient Greek culture.

Poets and Artists lauded Greece as the cradle of **European civilisation** and mobilised public opinion to support its **struggle against a Muslim empire**. The English poet '**Lord Byron**' organised funds and later went to fight in the war, where he died of **fever in 1824**.

- Finally the '**Treaty of Constantinople of 1832**' recognised Greece as an independent nation.

● Romanticism:-

- A cultural movement which sought to develop a particular form of **nationalist sentiment**.
- The development of nationalism did **not come** about only through **wars and territorial expansion**. **Culture played** an important role in creating the idea of the nation and **poetry, stories and music** helped express and shaped **nationalist feelings**.
- Romantic artists and poets generally criticised the **glorification of reason and science** and **focused instead on emotions**, intuition and mystical feelings. Their effort was to create a sense of a **shared collective heritage** a common cultural past **on the basis of a nation**.
- The emphasis on **vernacular language** and the collection of local **folklore** was not just to recover an ancient **national spirit** but also to carry the modern nationalist message to **large audience** who were mostly **illiterate**.
- This was especially so in the case of **Poland** which had been **partitioned** at the end of the eighteenth century by the **Great Power Russia, Prussia and Austria**. Even though **Poland no longer** existed as an independent territory, national **feelings** were kept alive through **music and language**. 'Karol Kurpinski' for ex;- celebrated the national struggle through his operas and music turning folk dances like **polonaise** and **mazurka** into nationalist symbols.
- Language too played an important role in developing nationalist sentiments. After Russian occupation the **Polish language** was forced out of **Schools** and the **Russian language was imposed** everywhere. In 1831 an armed rebellion against Russian rule took place which was ultimately crushed.

Following this many members of the **clergy** in Poland began to use **language as a weapon** of national resistance. Polish was used for **church gatherings and all religious instruction**. As a result a large number of priests and bishops were **put in jail or sent to Siberia** by the Russian authorities **as punishment** for their refusal to preach in Russia. The use of **Polish** came to be seen as **a symbol of the struggle** against Russian dominance.

● Hunger, Hardship and Popular Revolt:-

- **The 1830s**, were years of **economic hardship in Europe**. The first half of the nineteenth century saw an enormous **increase in population** all over Europe. In most countries there were **more seekers of jobs** than employment. Population from **rural areas migrated to the cities** to live in over crowded slums. Small producers in towns were often faced with **stiff competition from imports** of cheap **machine made goods** from England where industrialisation was more advanced than on the continent.
- This was especially so in **textile production**, which was carried out mainly in **homes or small workshops** and was only partly mechanised. In those regions of Europe where the **aristocracy still enjoyed power, peasants struggled under the burden of feudal** dues and obligations.
- The **rise of food prices** or a year of **bad harvest** led to widespread pauperism (poverty) in town and country. The year **1848** was one such year. Food shortages and widespread **unemployment** brought the **population of Paris out on the roads**.

4. The Making of Germany, Italy and Britain:-*** Unification of Germany:-**

- As you have seen **nationalist feelings** were widespread among middle class Germans who in **1848 cried united** the different regions of the German confederation into a nation state governed by an elected parliament.
- This **liberal initiative** to nation building was however **repressed by the combined** forces of the **monarchy** and the **military**, supported by the large land owners (**called Junkers**) of **Prussia**. From then on Prussia took on the leadership of the movement for national unification.
- Its chief minister '**Otto Von Bismark**' was the **architect of this process carried** out with the help of the **Prussian army** and **bureaucracy**. Three wars over seven years with Austria, Denmark and France ended in Prussian victory and completed the process of unification.

In Jan 1871, the Prussian king '**William I**' was proclaimed **German Emperor** in a ceremony held at '**Versailles**'.

- The nation building process in **Germany had demonstrated the dominance of Prussian** state power. The **new state placed** a strong emphasis on modernising the **currency, banking, legal and judicial systems** in Germany. Prussian measures and practices often became a **model for the rest of Germany**.

Note:- 3 Wars - 7 Years by BISMARCK

- Danish-Prussian War - 1864.
- Austro-Prussian War - 1866.
- Franco-Prussian War - 1870-71.

*** Unification of Italy:-**

- 7 different States.
- Piedmont and Sardinia.
- Lombardy.
- Venetia.
- Parma and Modena.
- Tuscany.
- Papal State.
- Kingdom of two siciles.

Italians were scattered

1. Sardinia-Piedmont ruled by (Italian States)
2. North-Austria (Habsburg).
3. Centre (Papal) (The Pope).
4. Southern Region (Bourbon Kingdom of Spain).

- The Italian language had not acquired one common form and still had many regional and local variations.

*** Giuseppe Mazzini (Soul of Italy):-** Formed secret society '**Young Italy**'.

- He tried to put Italy together in **1831 to 1848**.
- After his failures responsibility fell on the shoulder of '**Victor Emanuel II**'.

- * **Cavour (PM) (Brain of Italy)/(Bismarck of Italy):-** 'Architect of Italian unification'.
- * **Giuseppe Garibaldi (Sword of Italy):-** Local peasant helped Cavour with his army 'Red Shirt'.

- **Cavour:-**

- Prime Minister Cavour who led the movement to unify the regions of Italy was neither a revolutionary nor a democrat. Like many other wealthy and educated members of the Italian elite he spoke French much better than he did Italian.

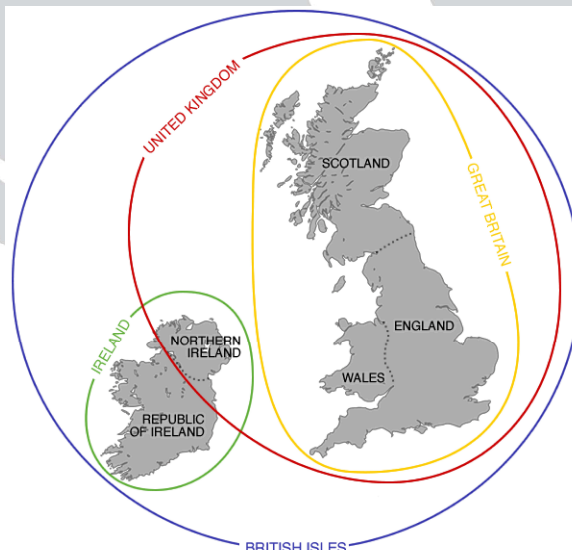
Through a tactful diplomatic alliance with France engineered by Cavour, Sardinia-Piedmont succeeded in defeating the **Austrian forces in 1859**.

- **GIUSEPPE Garibaldi:-**

- Apart from regular troops, a large number of armed volunteers under the leadership of Giuseppe Garibaldi joined the fray. In **1860** they marched into **south Italy** and the Kingdom of the **two Sicilies** and **succeeded** in winning.
- **The support** of the **local peasants** in order to drive out the **Spanish rulers**. In 1861 '**Victor Emmanuel II**' was proclaimed King of United Italy.



- However, much of the Italian population among whom rates of illiteracy were very high remained blissfully unaware of liberal nationalist ideology.
- The peasant masses who had supported Garibaldi in Southern Italy had never heard of Italy and believed that 'La Talia' was Victor Emmanuel's wife.
- **Unification of Britain:-**

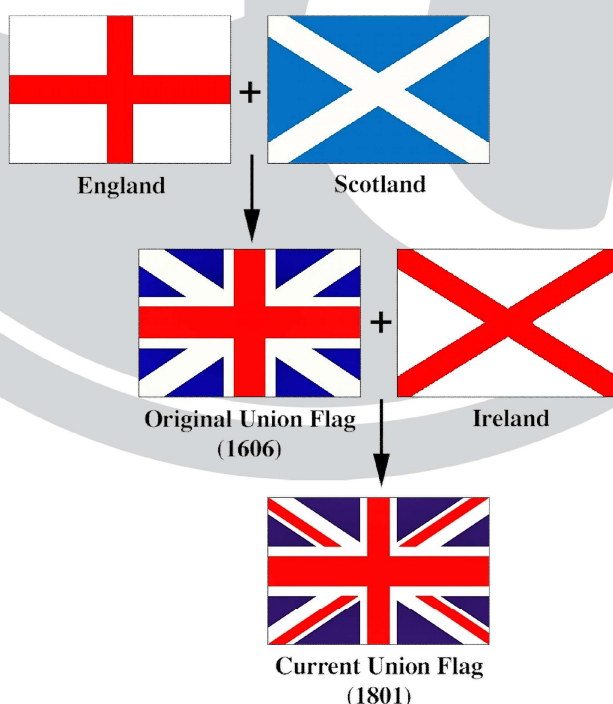


*** The strange case of Britain:-**

- The model of the nation or the nation-state, some scholars have argued is Great Britain.
- In Britain the formation of the nation state was not the result of a sudden upheaval or revolution. It was the result of a long drawn out process.
- There was no British nation prior to the eighteenth century. The primary identities of the people who inhabited the '**British Isles**' were ethnic ones such as English, **Welsh, Scot or Irish**. All of these ethnic groups had their **own cultural** and political traditions.
- But as the English nation steadily grew in wealth, importance and power it was able to extend its influence over the other nations of the islands.



- The **English (Industrialiation)** parliament which had **seized power from the monarchy in 1688** at the end of a protracted conflict was the instrument through which a nation state with England at its centre came to be forged.



* **Act of Union (In England or British Parliament) 1707:-**● **Scotland:-**

- They were suppressed.
- Convinced to join hands.
- Were not allowed to speak their language.
- Not allowed to wear national dress of Scotland.

● **Ireland:-**

- Divided into **two Catholics (Majority)** and **Protestants (Minorities)**.
- **English supported minorities** (Protestant) to suppress the Catholics.
- **'Wolfe Tone (Catholics)'** tried to stop but **failed 1798**.
- **Ireland was forcibly** incorporated into **United Kingdom (UK)** in 1801.
- A new 'British Nation' was forged through the propagation of a dominant English culture. The symbols of the new Britain the British flag (Union Jack), the **national anthem (God Save Our Noble King)**, the **English language were actively promoted** and the older nations survived only as **subordinate parties** in this union.

4. Visualising The Nation:-

- * **Allegory:-** When an abstract idea (for Instance, Greed, Envy, Freedom, Liberty) is expressed through a person or a thing.

The **allegorical story** has two meanings, **one literal** and **one symbolic**.

**Personifying Nation with Female Allegories.
Used (By artist in 18th and 19th Century)**

Germany	France
(Germania) Image	(Marianne) Image

➤ **Meaning of the Symbols:-**

Attribute	Significance
Broken Chain	Being Freed
Breast Plate with Eagle	Strength of German Emperor
Crown of Oak leaves	Heroism
Sword	Ready to Fight
Olive branch around the Sword	Willingness to make Peace
Rays of Rising Sun	Beginning of new Era.

6. Nationalism and Imperialism:-

- During the end of 19th century, Nationalism started converting into Imperialism.
- The policy of expanding countries power by use of military or other means is called **IMPERIALISM**.
- Nationalist Tension started in "**BALKAN Area after 1871**".
- The Balkans was a region of geographical and 'Ethenic Variation' comprising modern day **Romania, Bulgaria, Albania, Greece, Macedonia, Croatia, Bosnia-Herzegovina, Slovenia, Serbia and Montenegro**.
- A large part of the Balkans was under the **control of the Ottoman Empire**.
- As the Ottoman Empire started weakening one by one state broke away and started declaring their independence.
- The Balkan state were fiercely jealous of each other and each hoped to gain more territory at the expense of the others. The Balkan area became an area of intense conflict. Matter were further **complicated when powers like Russia, Germany, England, Austro-Hungary jumped into the scene which finally led to 1st World War**.
- Anti-Imperial movement started which further led to independence of many Country.



GRAVITY CLASSES

"Come Gravity Feel Success"

11th - 12th

NEET, IIT/JEE

5 - 10th

ICSE & CBSE BOARD





MD REHAN RAZA
LITERA VALLEY SCHOOL

94%

Xth (CBSE)

2025 RESULT



HIBA AHMAD
MOUNT ASSISI SCHOOL

94%



ASAD HAQUE
DELHI PUBLIC SCHOOL

87%



ALVINA TANVEER
BISHOP SCOTT GIRLS SCHOOL

88%



MD SHALIN IRSHAD
BLUE PEARL HIGH SCHOOL

87%

97%



SHADMAN ALI

93%



KASHAF EJAZ

91.4%



ALIYA AFREEN

TOPPERS 2024

ER. AMIR SIR / ER. ASAD SIR **7004166363, 7717752909**